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ABSTRACT

This document reports the second cycle Teacher Corps program in Chicago, which was designed to prepare elementary teachers for the inner-city schools. An introductory section lists program objectives, which emphasized improvement of education of the disadvantaged and school-community involvement of corpsmen. Formal and informal evaluation and research related to the program and innovations introduced into the second cycle are described. The Teacher Corps program's impact on educational programs of the consortium institutions is discussed. Community involvement activities of team leaders and interns in the various neighborhoods where their schools were located are summarized. The role of the intern in the school is traced including his involvement in an inservice program of observation, individual and small group instruction, and gradual progression to full teaching responsibility--as an extern in the second year. Recommendations for change in the program are listed. Appended are interns' reactions to the program, as voiced at the terminal conference; a list of courses and instructors; team plans for community activities; and two papers on the consortium course, Teaching the Language Arts in the Elementary School, which emphasize a systems approach and the use of the videotape recorder in teacher education. [Not available in hardcopy due to marginal legibility of the original document.] (JS)

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NATIONAL TEACHER CORPS

SECOND CYCLE REPORT
1967 - 1969

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CHICAGO CONSORTIUM OF COLLEGES AND UNIVERSITIES

Participating Institutions

Chicago State College
Concordia Teachers College
DePaul University
Loyola University
Northeastern Illinois State College
Roosevelt University

Prepared By
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STATISTICAL SUMMARY SHEET - CYCLE II

I. Interns

1. How many Interns started program?	1.	48	
2. finished program?	2.	30	
3. resigned?	3.	12	
4. terminated?	4.	6	
5. Interns presently teaching or going to teach in the school district they were trained?	5.	22	(3 left to teach full time)
6. Interns going to teach in other districts?	6.	10	
7. other occupations?	7.	1	
8. Interns transferred?	8.		
9. Interns graduated with Master's degree?	9.	26	
10. Interns that met State Certification?	10.	30	
11. Total number of male interns?	11.	27	
12. female interns?	12.	21	
13. White?	13.	36	
14. Negro?	14.	9	
15. Mexican-American?	15.	2	
16. American-Indian?	16.	1	
17. Puerto-Rican?	17.		
18. other minorities _____?	18.		

II. Team Leaders

1. How many Team Leaders started the program?	1.	12	
2. completed program?	2.	6	(+2 replacements)
3. transferred?	3.	0	
4. terminated?	4.	1	(maternity leave)
5. promoted?	5.	5	
6. Team Leaders employed from local school agency?	6.	12	
7. outside?	7.	0	
8. T.L. presently teaching or going to teach in the school district they trained interns?	8.	5	
9. As supervisors?	9.	5	
10. T.L. going to teach in other school districts?			
11. other occupations?	11.	4	(university faculty)
12. Total number of male Team Leaders?	12.	5	
13. female Team Leaders?	13.	9	
14. Typical age of Team Leaders?	14.	35-40	

III. University

1. How many special courses designed for T.C.?	1.	11	
2. How many T.C. courses now open to general student body?	2.	5	
3. How many University faculty participated in Teacher Corps training?	3.	15	
4. Is the University going to submit a 4th Cycle Teacher Corps Proposal?	4.	yes	

IV. School District

1. Number of schools served by Teacher Corps?	1.	12	
2. Elementary?	2.	12	
3. Secondary?	3.		
4. Number of urban schools served by T.C.?	4.	12	
5. rural schools?	5.		
6. Qualifying data for all schools-% of poverty?		over 50%	
7. Congressional District Number?		1-11 (omit 4)	

Program and Objectives

The principal objective of the Teacher Corps program in Chicago was the preparation of elementary teachers for the inner city schools. In keeping with the guidelines, the major phases of the school-college program were specifically designed to improve and enrich the education of the disadvantaged, and through school-community involvement of corpsmen help children and parents articulate their needs.

The objectives set forth for the program were as follows:

1. To develop an awareness and sensitivity to one's self as a teacher of disadvantaged children.
2. To assist each intern in developing respect for the inner city child as an individual, as he progresses in growth and learning.
3. To acquire specialized psychological and sociological insights into the problems and educational needs of disadvantaged children.
4. To understand the cultural milieu in which the learner lives.
5. To develop an awareness of the need for parent and community cooperation in developing desirable, specialized programs.
6. To become acquainted with a variety of specialized materials, methods, and contents to be an effective teacher in the inner city school.
7. To develop a research and innovation sensitivity and to encourage the quest for greater competence and effectiveness.

The program and its objectives were based on the following assumptions:

1. Close cooperation of schools and colleges is essential to produce an effective urban teacher education program.
2. The school classroom, not the college, is where interns or prospective teachers learn most about "teaching".
3. Teacher preparation programs can benefit greatly from the insights and skills of experienced teachers, principals, and other personnel from schools.
4. Interns' professional course work can be most effective when offered "on-site" and centered on the neighborhood in which they be assigned.
5. In order for interns to readily transfer and apply what has been learned during internship, externship should follow in the same school.

Evaluation and Research

Informal

Valuable feedback information was obtained from different groups participating in the program. Interns, team leaders, and principals were especially helpful in an on-going evaluation of the different components of the Teacher Corps program. Emerging problems and suggested changes in program content and operational procedures were identified in scheduled meetings and seminars. In the area of curriculum, feedback during preservice led to changes in the Master's program. A similar evaluation at the end of the first year resulted in a substantial revision of the curriculum for the third cycle

university program.

Interns in the required research course were encouraged to select corps-related problems as subjects for the Master's paper. Several papers were devoted to phases of the local program.

The end-of-the-cycle conference contributed a number of valuable insights which will be most pertinent to future program revision. See appendix A.

Formal

As in the first cycle, a follow-up study will be made of the second cycle interns late in their first year as regular teachers in the school system.

In addition, a research project designed by the Consortium will get underway during the 1969-70 school year. With the cooperation of the school system, an evaluation will be made of the Teacher Corps program in Chicago. An attempt will be made to compare the relative success of teachers who were products of the Teacher Corp program, schools or departments of education, and provisional teachers with little or no teacher preparation. The usual research devices will be utilized in this project. Dr. Floyd Smith, an experienced researcher, has been selected to direct the evaluation project.

Innovations

Several innovations were introduced into the second cycle Teacher Corps program. These were changes in the proposed program which resulted from a "second look" at the close of preservice.

A common curriculum, with some revision of the first cycle program, was adopted by the Consortium. The graduate program, although different

from any of the programs in the six institutions, was accepted as a new program by the Consortium institutions. The director was given unlimited authority to staff the program. The faculty for the second cycle included representatives from the University of Chicago, Northeastern Illinois' Center for Inner City Studies and teachers and principals from the LEA. The corpsman chose one of the cooperating colleges and universities as the degree-granting institution.

Another innovative feature was the attempt to integrate the theoretical content of academic courses and the practical daily school task of the intern. Learning experiences were developed to help the interns to translate the knowledge of psychology, sociology, anthropology, and other behavior sciences into teaching-learning behaviors in the classroom. The best example of this approach was found in the required methods courses. In addition, the methods courses were reinforced by the use of micro-teaching techniques. Video-taped teaching samples from the interns' classrooms were available for critique in team and field seminars.

Another important innovation departure was the introduction of "on-site" instruction. This, of course, was especially meaningful in the sequence of methods courses. A teaching-learning center was established in several elementary schools. The involvement of school and college personnel in the problems of a real classroom provided a reality base which is so essential to effective teacher education programs. The results of this new endeavor were most promising, particularly in the well-supervised, well-staffed, and well-equipped Language Arts Center.

Institutional Changes

Impact upon educational programs of the Consortium institutions and the LEA has been manifested in a number of ways. The immediate "spin off" resulted from faculty participation in the program. The experimental or change input which was more significant in the second cycle, led to the adoption of new courses or new procedures in institutional programs of teacher education. The local innovations as well as parts of the innovative Teacher Corps model have been introduced by the faculty into individual college programs.

Chicago State College, Roosevelt University, and Loyola University have on-site course instruction. Loyola is experimenting with a team teaching internship. New Teacher Corps courses have been adopted in the teacher education program at Roosevelt University. It is expected that these initial changes will be encouraged further by former second-cycle team leaders who have been placed through Consortium efforts on the faculties of Chicago State, Northeastern Illinois, and Roosevelt. It is hoped that other promising team leaders can also qualify for similar college positions. In addition to these college faculty placements, four team leaders have received LEA appointments in supervisory positions related to teaching in the inner city schools.

The Teacher Corps impact is apparent in still another way. The Consortium, encouraged by its successful experiences with the second cycle Teacher Corps program, has assumed an active role as a change agent. A team of board members, including the director, has initiated campus meetings with education departments to explain

the Teacher Corps model and invite participation in developing local variations of the Consortium model. Three such meetings have been held at DePaul, Roosevelt and Chicago State. The response has been most favorable.

At the August meeting of the Consortium board, action was taken to establish "cluster" teaching-learning centers for professional education. Such centers would serve several adjacent inner city schools, offering content and field experiences for the student teachers from the Consortium institutions. The internship and community components of the Teacher Corps model, and on-site instruction would be under the direction of experienced inner city teachers and Consortium college instructors. A meeting has been scheduled with the six departments of education. The first phase of the proposed program is planned for February, 1970.

The Consortium is confident that the necessary steps can be taken to implement a program of institutional change in developing a teacher education program "relevant" to urban needs in Chicago. The initial impact has been positive but general. The main concern of the Consortium now is to reach within itself to examine, evaluate existing programs and chart a course of action to incorporate new, more effective dimensions in teacher education. The Teacher Corps program in Chicago has been an effective instrument in setting the stage for institutional changes in the Consortium.

Community Involvement
Reported by Timuel Black

This report summarizes the past years activities of team leaders and interns in the various neighborhoods and communities where their schools were located. The report deals with the Second Cycle teams who have completed their training and for whom a first year report was forwarded to the National Office at the close of the first year of internship.

Carnegie-Scott The team at this school had two changes in team leaders during this year, due to the sudden death of one, and a transfer to the Veterans in Public Service Program for another. The team leader from the Scott Elementary School was brought into Carnegie to Supervise the three Teacher Corps interns there in addition to two of her own.

Two of the team members (the male ones) continued their community program of Saturday field trips and camping trips with a number of the students. The third member because of continued illness in her family was unable to function in the community. The team at the Scott School was phased out.

Gregory This team due to the promotion of its team leader, and a transfer three weeks later to another team leader got off to a slow start and never really functioned regularly or effectively during the entire year with the exception of one member who did home visitations. The members of the team who were white, pleaded fear of the racial tensions in the community and did not function in the community. They also complained of what they spoke of as

excessive time expenditures on classroom and academic obligations.

Judd-Terrell The teams at the Judd School and the Terrell School were merged with the promotion of the Terrell team leader to another program. The merged teams with the exception of one intern did very little for the community outside of school. They did work closely with the School Community Representative in attempting to develop PTA's. The swim program of the Terrell School in conjunction with the local YMCA continued successfully under the guidance and leadership of the intern who started it and his team leader.

Lawson Due to the promotion of the team leader, the Lawson team had a delay in leadership. It then received a new team leader who had received her training in the preservice program of the third cycle. She was very diligent but could only get the two black interns on this team to function regularly and well. The two white team members encountered difficulties in their classroom assignments and indicated fear of the outside school environment as their reason for not performing service in the community. Numerous conferences and planning sessions with them were to no avail.

Manierre This team operating under an able team leader had a very good and active year in community activity until near the very end of the school year. They worked in the community house next door to the school and were well received there. During the last month of school the administration and a number of other white people at the school were asked to leave by the militant activists in the community. A certain kind of tension and turmoil developed which

affected negatively the activities of our team and these problems were never resolved despite strenuous efforts on the part of the community coordinator and the team leader.

Mayo The team at this school never got on a sound program of community activity, partially because of the promotion of the team leader to another program, and the absolute recalcitrance of the team members to spend time after school hours in the school community. There was absolutely no immediate supervision of this team after the team leader transferred to the other program.

The coordinator visited this school and made numerous suggestions to the two team members but without success.

Oakenwald North The team leader of this school had only one intern at the school and was assigned to three other interns at other schools which made visitation and supervision very difficult for her. However, she gave a lot of time and energy organizing and prodding her interns. Two of them continued their preschool program in the low rental housing development close by Oakenwald and the other two were busy in after school tutorial programs.

Skinner This team continued in a very fine and successful community program of organizing and educating parents to deal with immediate problems affecting them and their families. They met regularly in a nearby church, on Saturdays as well as evenings to hold discussion and problem sessions with parents and community people.

Williams This team had a very vigorous, creative team leader who though she had only two interns involved herself and the interns in various programs both in the school and outside, taking a great deal of time with parents, groups, athletic and educational programs.

Commentary If there was one feature which stood out in the final year of the second cycle interns, it was the fact that there seemed to be a reluctance to get involved in community activity despite good involvement the previous year. The most often stated reason was "overload"; they could not successfully carry a full teaching program, an academic study program, and a community activity of any consequence. To them the community activity program was the most easily expendable. The second most often stated reason among the white interns was the fear of racial rejection and violence which in some neighborhoods was a legitimate excuse but not in all as attested to by some of the individual reports above. Where team leaders remained with their original teams there seemed to be a better spirit and deeper involvement than when this was not the case.

It seems to this coordinator that their second year planning needs review in the light of the above, stated factors and that future interns have some built-in obligation to either accept community activity in their extern year or be phased out because of non-function.

Role in the School

The learning experiences in the school were designed to enable corpsmen to know and understand the children, their families, and their community; to appreciate the effects of poverty on the children's attitudes and learning patterns; and to acquire the understandings, skills and techniques needed to teach children effectively.

The inservice program began with a school orientation day. During the next three weeks the interns observed in classrooms at various grade levels to become familiar with the school program and the children. Special education programs, such as those for the mentally handicapped, blind, and TESL, were included in the observation program.

Team leaders met with the interns to determine special interests and talents, and to plan and guide the classroom observations. Conferences were held with the regular staff. It was the team leader's responsibility to acquaint the interns with the resource personnel available to them in the school. These resources included the adjustment teacher, school-community representatives, librarian, nurse, speech teacher, psychologist, and curriculum consultants.

Following the period of observation, the intern worked with a classroom teacher. Opportunities were provided for intern involvement in individual and small group instruction. The typical intern program included working with a reading or arithmetic group and assisting children with daily assignments. The intern worked with the teacher in preparing materials, bulletin boards, and centers of interest. A tutorial program was correlated with the children's classroom work.

The intern progressed in gradual steps until he assumed teaching responsibility for the entire class. He began by preparing and teaching a single lesson, a short unit, and then long term units. Micro-teaching was an integral part of this development phase. Throughout this process the intern had assistance of the team leader and classroom teacher.

Apart from the basic internal support given to internship, special human resources contributed to the professional growth of the intern. These included curriculum specialists and other supervisory personnel from various departments who met with interns in classrooms and seminars.

There is no doubt that the interns and team leaders contributed significantly to the teaching-learning process in the inner city classroom. They helped to adapt the curriculum to the needs of the children, and to develop new approaches in new materials for teaching-learning. Specifically, Teacher Corps teams developed Negro History programs, special interest clubs, creative writing classes, counseling and guidance programs; organized school newspapers, sponsored student councils and increased student participation in school fairs.

For most interns in the second cycle, the internship terminated after one year. All but nine interns elected externship during the second year. Despite the fact that the option of an externship was neither planned nor anticipated in the original proposal, the externs were generally successful in the new role as regular teachers. However, two externs did feel insecure in the new assignment and requested a second year of internship. The externs, in addition to the usual support given to beginning teachers, were assisted in

the classroom and in community work by team leaders and college supervisors.

Based on the extern satisfaction and the general evaluation by team leaders, college supervisors and school personnel, it would be safe to conclude that a one year internship is more than adequate to prepare an intern for a full-time teaching assignment in the inner city school.

Recommendations

1. More emphasis should be placed in preservice on the evaluation of candidates for inservice training.
Available instruments should be used to a greater extent to improve selection of interns for a difficult and specialized task.
Guidelines should stress specific procedures.
2. Provisions should be made to insure the selection of qualified "cooperating teachers". The role of this person is as crucial in the training process as that of the team leader. Provisions should include possible university training for this specialized role.
3. Current requirements for team leaders should be made optional. A Master's degree and five or more years of experience may or may not produce the qualified, creative, flexible leadership so vital to a Teacher Corps program. He may have been hopelessly fossilized by years in a depressing school environment.
4. Internship should be reduced to one year. Interns are

"ready" to assume full classroom responsibilities after a year of intensive apprenticeship.

5. Consideration should be given to a program of one academic year and two summers leading to a Master's degree and certification requirements. Emphasis during the second year, externship, would be on an intensive Teacher Corps program of supervision of teaching and community activities. The integration of graduate and certification courses for the preparation of elementary teachers would have the wholesome effect of stimulating innovations in the curriculum.

6. Teacher Corps field representatives should endeavor to establish and develop cohesiveness in the corps project. Insufficient effort is made to promote unity among the participating groups.

Field representatives should be available during preservice to work with LEA and the IHE in laying the groundwork for effective relationships in the program. Certainly his role should be broader than that of a field inspector.

7. Some commitment should be made by the LEA to placement of qualified team leaders in a supervisory capacity following completion of Teacher Corps program. Although team leader experiences gained in the program are valuable for classroom assignments, team leadership skills could better be utilized in supervisory positions.

Appendix A

Report of the Second Cycle Terminal Conference, May 23, 1969

Dr. Levin opened the meeting by clarifying its purposes. It was described as a forum in which corps members could share their experiences, thoughts, and impressions of the Teacher Corps.

After indicating the purpose of the meeting, Dr. Levin distributed questionnaires for the interns and externs present to complete. These questionnaires were part of a national survey which dealt with evaluations of Teacher Corps experiences.

After all had completed the questionnaire, Dr. Levin opened the discussion by asking for comments on the strengths, weaknesses, etc. of the program. He asked where the Corps is strongest.

*The T.C. is strongest at the schools themselves, provided they get backing from the principal and team leader on each team.

*The T.C. is strongest at the schools themselves. Its problems are really outside the school building.

*The instructors for Educational Psychology and Reading Problems were very good.

*Only two courses really helped: Reading Problems and my elective course, Afro-American History. What helped in the school was my very fine team leader. I learned how to teach by observing.

*I had a very good team leader (same as above) who gave me a free hand to do what I wanted to do. I observed other teachers, good and bad, during the first six weeks. I was assigned to good and bad cooperating teachers. I learned what to do and what not to do. I think many failed as externs because they were put only in "good" rooms, but put as externs, in openings in "bad" rooms. I had just the opposite situation from the interns I've been describing.

*Externs should be put in "good" situations.

*The first year, the interns should be put with "good" teachers.

*I learned more from "bad" teachers than from "good" teachers.

*If the interns from the first had been in the classroom by themselves, they would know what to look for in their courses.

*If even for one hour a day, it is good for an intern to be in full charge of a classroom.

*Indicates a new speaker in the discussion. The responses are not verbatim, but indicate key thoughts and phrases of each respondent.

*The team leader is the important one. (Much agreement from others.) The academic aspects are fine, but the team leader is the important one; the good influence.

*There is not enough "real experience" the first year of T.C.

*Courses don't tell practical problems and solutions, such as the fact that the children haven't eaten any breakfast.

*I wrote a paper on other intern programs such as the Hunter College program, a 6-year program. The instructors are from the schools themselves, not from the universities.

*It is the fault of the Corps not to give adequate time and preparation to the choosing of interns.

*There is a bone of contention with the so-called "graduate-program" in the Corps. Most interns were of the opinion, on entering the program, that they could choose any college or university where they could attend classes. I am against the consortium-type school. The Corps needs a better selection of teachers, ones who will allow time during class to ask questions.

*Problems experienced during graduate school are no different than problems as undergraduates.

*I am upset over no choice of professors. If someone enrolls at a university, and he doesn't want a certain professor, he doesn't have to take that course.

*A typical opening statement of an instructor he have had is "I've never taught a graduate-level course before, however...."

*Professors should either possess doctorate degrees or be able to tell you something. Those we have had have, for the most part, had neither. (Twelve of twenty were Ph.D.'s)

*A course that all liked and thought profitable was Mrs. Mossi's Reading Problems Course. The professor and the curriculum were OK.

*The attitude of the professor in some classes we took, was "Why are you here; you're not black?"

*This attitude made the problems of the ghetto children seem too peculiar and too special to them.

*Some instructors were anti-white, negative. This builds up a hostility among both black and white interns.

*There was racial tension within the Corps and at the school.

*(One intern here digressed on his particular problem of being accused of "brutalizing" a child. He says he has been called an incompetent teacher, though he is qualified by NTE and Boards.)

This same extern told of being assigned to another school and having to go out the back door of the District Superintendent's office to avoid members from the "Concerned Parents Organization". According to him, T.C. personnel were of no help and were even detrimental to him.

*At another school, an intern broke up a fight. A group from the community accused the intern. The Teacher Corps administration did not offer any assistance.

Dr. Levin: One way the Corps was to be different from the traditional teacher-education programs was in the involvement with the community. What involvement with the community did you experience?

*I would recommend that the interns live in the community.

*"I am not going to be killed."

*In living in the community, there is more involvement.

*I am wondering how welcome we would be in the community.

*I wouldn't live in the community; "I'm not going to die for the community!" I went to a regional Teachers Corps meeting and interns from other areas all brought community leaders. Those from Chicago did not. In Detroit, T.C. goes to the community before the Board of Education.

*T.C. interns and externs should live in the community.

*One of the hang-ups in the Chicago Corps is that all interns are put in the black neighborhoods. Hostility is not in the Appalachian or Mexican-American communities, for example. An intern in a black community should be black, etc. (This comment was followed by moans and comments of disagreement.)

Dr. Levin: Is there any relationship between community activity and your work in the schools?

*Community work causes the kids to do something about the places where they live. The kids saw the need to organize.

Dr. Levin: Do you feel comfortable among yourselves as interns and externs?

*One strength: There was some good feelings among some interns and externs. This ended at the close of the pre-service training.

*As soon as the interns were under the Board of Education, the spirit they had had dissipated. The schools wanted to use interns for substituting some of the time.

*The first summer we were very pressed for time, but there was time at the end of the day to talk things over, etc. In teams now we

never come together. There should be a "Corps Door" at T.C. office or the Board of Education where we could go and talk things over.

*Interns were treated badly, even in the preservice. There was the unexpected threat of being dropped because they would drop a certain number for low grades, and hostility in the way we were increased in our classes.

*In preservice the interns, instructors, etc., united against the Board of Education. We had no real faculty, such as at a university. We couldn't "turn to" anyone.

*Those in charge, Teacher Corps team leaders, were very much board oriented."

*At every suggestion Miss Kehoe would remark, "You can't do that."

*Miss Kehoe was not dealing sufficiently with the Board of Education, etc. She should have been promoting change, rather than calling limits. There was no leadership during the preservice training. Some in charge didn't take our suggestions for next year. No one would "go to bat" for Corpsmen.

*Some seemed more concerned with what they put down on paper than with what really happened. It seems that the Consortium is more interested in looking good to Washington and having a large number of graduates which includes "pushing through" those that have not done well in classes.

*One good point in the Teacher Corps program was that the extern program is better than the intern program. It was rewarding to me as a person, and will be good for my future teaching.

*If I had gone directly from a B.A. program to a teaching program, I would not have lasted in it. The internship helped me.

*The internship was too long.

Dr. Levin: The internship should help a person to learn a great deal about himself and his needs.

*The Teacher Corps in my life is what it said on paper that it would be; it would take someone with no interest in education and develop that interest. However, it did not do this by the means that it said it would.

*I loved the two years in the Chicago Teacher Corps. I've grown, changed, and come closer to becoming what I want to be. I think it could be better than it is, though.

*For me the Teacher Corps was good. I had a cooperative principal, and a good team leader.

*If it is so good, why are so many from Teacher Corps leaving inner-city teaching itself?

*I believe that white people should not teach blacks at this time in history. That is why I am leaving the inner-city. I want to teach whites now.

*The Teacher Corps helped me grow in teaching children. It increased my managerial skills and promoted a better understanding of children.

Appendix B

SECOND CYCLE COURSES AND INSTRUCTORS

<u>Course</u>	<u>Instructor</u>
Critique of Educational Research	Morris Mellinger Chicago State College
	Calvert Smith Center for Inner City Studies
Educational Practicum	Jewell Nearing Chicago Public Schools
Educational Process	Bernard Sherman Roosevelt University
	Vincent Gambino Roosevelt University
Educational Psychology	Victor Krause Concordia Teachers College
History and Philosophy of American Public Education	Robert White Chicago City College
Human Development and Learning	Marvin Dumler Concordia Teachers College
	George Busiel DePaul University
Internship and Field Seminar	Jewell Nearing Chicago Public Schools
Methods of Teaching Language Arts	Hermese Roberts, Principal Mayo Elementary School
Methods of Teaching Mathematics	Margaret Matchett University of Chicago
Methods of Teaching Science	Loretta Carney University of Chicago
Methods of Teaching Social Studies	Jerome Reich Chicago State College
Reading Problems in the Urban Elementary School	Lucille Mozzi Chicago State College

Course

Teaching in Urban Schools

Urban Subcultures

Thesis Seminar

Instructor

Nancy Arnez
Center for Inner City Studies

Andrew K. Prinz
Concordia Teachers College

Albert Schloss
Chicago City College

Timuel Black
Chicago Public Schools

Albert Kalowitch
DePaul University

Austin Flynn
DePaul University

Nathaniel Blackman
Loyola University

Arthur Cox
Roosevelt University

Appendix C

Second Cycle Plans for Community Activities

CARNEGIE - 1414 East 61st Street

This team will continue in its present two projects (1) working in extra-curricular activities after school and on weekends with boys whose interest level in school appears to be low, and (2) working as aides with primary school age children who have been rejected or removed from school for social or psychological reasons.

JUDD - 4434 Lake Park Avenue

There is a variety of places for community activity around this school. This team will continue to make home visitations and to work with pre-school children in another elementary school district until we can build a stronger feeling toward the school in the community.

LAWSON - 1256 South Homan Avenue

This team will continue to work in the Youth Center (A.B.C.) which is directly across from the school and which serves as a recreational and educational after-school outlet for many of the Lawson school children. They will act as athletic coaches, drama teachers and directors of arts, crafts, and library work.

MANIERRE - 1420 North Hudson Avenue

This team will continue its program at Olivet Institute with school exclusions and in home visitations with the community representative to attempt to build bridges between the school and the home.

MAYO - 249 East 37th Street

This year this team is going to enter into a project dealing with assisting in the health needs of children in the community. The plan is to work with the community representatives to encourage and to organize parents in the health education and care of the children at Mayo through various clinic visitations, health lectures, and audio-visual materials and parent-teacher health workshops.

GREGORY - 3714 West Polk Street

This team is switching its activity from working with a community organization on a Model Cities survey because they are no longer needed there. They will become involved in a Board of Education pre-school training program which attempts to work with the entire surrounding community. They will act as resource persons and community organizers.

OAKENWALD NORTH - 4061 South Lake Park Avenue

This team will continue its work with pre-school children, their parents, and volunteers in the low-rental housing development adjacent to the school. The demand for their services has increased and so they plan to expand their project without sacrificing quality of service.

SCOTT - 6435 South Blackstone Avenue

This team is being enlarged and will have more opportunity to work on the two projects which it has organized. One of these is a "charm school" idea involving the older girls in the school in good grooming and other personal features, and an attempt to organize parents into a viable effective group. This school is in "Blackstone Ranger" gang territory and so it is very difficult to get cooperation for activities outside of the school itself.

TERRELL - 5410 South State Street

This team has two projects going and will receive additional interns to support them. The project of health-swim initiated by our interns in cooperation with the local Y.M.C.A. will continue and expand. The Counseling-Education relationship in the teen-age for Life program will continue to use our externs as resource persons. This program is designed to encourage the older brothers and sisters of the pupils at Terrell to get ready for more education.

WILLIAMS - 2710 South Dearborn

This team will continue to organize and publish a school-community newspaper with the aid of students, parents, and other teachers, and to work in the nearby Henry Booth House teaching Afro-American History.

Appendix D

Interim Evaluation of the Current Teacher Corps Program as Viewed by Contacts In the Community

For the most part, the idea and opportunity for community activities has been accepted and appreciated by persons and agencies affected by such activity. For example, a combination of two teams working in a pre-school program at a low-income housing development with a group of 20 pre-schoolers per team were most highly praised and appreciated by the parents and other residents of their respective buildings. This kind of experience in a variety of ways and places was the norm with most of our teams during this past year. Parents, community workers and the children seem to be appreciative and positively affected by the interest and involvement of our corpsmen beyond the normal school program. Another example is a health-swim program initiated by one of our interns to use Y.M.C.A. facilities for six graders. The personnel of the Y.M.C.A. and the parents were very enthusiastic about this program, and there was and is a waiting list of children who want to participate. Community and parental attitudes toward both schools cited have shown positive improvement. This aspect of the program has strengthened the acceptance of the concept and the presence of Teacher Corps in such communities affected.

The most notable weakness observed by and commented on by some people in several communities was the smallness of the numbers of corpsmen available and the fact that most of the time the teams were not integrated. Time and time again the question was raised as to why there were so few (if any) Negro interns. There were actually some projects where good work was needed and could have been done where an all white team or even an individual was not acceptable.

Even at best where the team is not integrated there is an initial hesitancy or suspicion based on mistrust of whites which has to be overcome. For some interns this is discouraging and insurmountable.

Some people in the community imply and others say directly, "We need to see more Black folk in these kinds of jobs." They do not seem to reject or object to an integrated team. There is resistance to an all white one.

Appendix E

HOW CAN THEY LEARN.....?

(A SYSTEMS APPROACH TO THE PROBLEMS OF TEACHER EDUCATION)

HERMESE E. ROBERTS

HOW CAN THEY LEARN.....? The referent of "they" is prospective teachers. The frame of reference of "learn" is learning how to teach the language arts in the elementary school. The Chicago Teacher Corps Consortium accepted this challenge for some forty interns as it organized a course, TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.

Three kinds of goals and pertinent performance criteria were considered in the planning of this course, if indeed it can be called a "course". The reason for this doubt lies in the comprehensive nature of the activities involved, the systems approach. The questions embodying the goals and performance criteria were:

1. What kinds of behavioral skills must be demonstrated before we can say that "they" have "learned"?
2. What kinds of knowledge--content mastery--must be demonstrated before we can say "they" have "learned"?
3. How should the intern give evidence of being able to combine his behavioral skills and content knowledge with such personal skills as self-awareness and empathic understanding as well as sincere acceptance

as he attempts to motivate the pupils and to teach them effectively?

This last query became particularly cogent as we considered the goal of the Teacher Corps...preparation of teachers for inner city schools.

The first step in the organization of experiences designed to meet these goals was an analysis of the competencies necessary for effective instruction in the language arts. Among these were knowledge of the subject matter content in the language arts areas, competencies in presenting the content matter in teachable form, and competencies in determining which of several choices to make in the face of the many variables that affect good classroom instruction.

The second step was to decide how these competencies could best be acquired. Several appropriate modes of instruction were selected including guided observation, demonstration teaching, formal course presentations, videotaped teaching situations, microteaching segments, mediated instruction, simulated teaching, teacher behavior analysis, seminar discussion, research activities and team learning. All of these modes required maximum staff utilization, studied articulation and close coordination of activities.

The third, and most difficult step was the weaving together of all of the facets and implications of these first

two steps into meaningful procedures and sequences, and to incorporate this into the fabric of the total educational program of the Teacher Corps interns. It was at this point that the Consortium concept with its expanded university-school relationships and the basic organizational structure of the Chicago Teacher Corps were the crucial facilitating factors.

Perhaps the most lucid way of presenting the comprehensive nature of the many activities of the program might be a step by step recounting of the procedures involved.

1. Questionnaires were constructed and distributed to the interns with a view to securing maximum involvement of the "learners" and to inventory the status of their content knowledge of the language arts areas.
2. Analysis of the questionnaire results provided guidance for the planning of instructional modes and staff and resource utilization.
3. Specialized competencies among the available staff personnel...intern supervisors, coordinators, team leaders, cooperating teachers...were explored and exploited to provide the experiences needed and requested by the interns.
4. Requisite resources and facilities as well as materials were secured.

With this groundwork as the foundation, the following

superstructure of intern experiences was built.

1. Guided observation: The interns were assigned individually or in teams to classrooms in the inner city schools, three or four interns per team leader. The intern supervisor provided observation guides. These guides, abetted by the conferences with their team leaders served to focus the attention of the interns on the aspect of the language arts instruction under consideration at any specific time. The cooperating teachers and the team leaders, each of whom ^{were} provided with outlines of the formal course content, helped to interpret the observation and to point out the pertinent activities as well as the basic interrelationships in the language arts instructional program.
2. Demonstration teaching: Team leaders and/or cooperating teachers prepared and presented for the interns teaching activities demonstrating superior teaching strategies. As the interns observed the teaching activity, which was videotaped, and subsequently critiqued it with the demonstrating teacher, they had the opportunity to observe and examine models of the behavioral skills they were seeking to learn.

3. Microteaching: As a part of the formal course assignment schedule, each intern was required to prepare and teach a language arts lesson involving a single concept or skill in listening, speaking, reading or writing. The resources available to the intern included the team leader and cooperating teacher and any assistance they might give in the planning, presentation and evaluation of the lesson. The teaching activity was videotaped to provide the intern with feedback on his performance in the microteaching segment and in the classroom setting. The subsequent replay provided him with the opportunity to analyze his teaching behavior with a view to self-improvement. It should be said here that a main difficulty was observing the time limitations on this activity.

4. Simulated Teaching: Small group sessions under the guidance of volunteer team leaders worked with intern-prepared simulation materials. The activities simulated classroom experiences which required the interns to face, analyze and solve instructional problems in the language arts areas similar to those they faced in the classrooms to which they were assigned. Fellow interns served as sympathetic critique panels to help evaluate each other's performance. These ~~times~~ too were sometimes videotaped for subsequent analysis by the group of interns. This experience provided increased

sensitivity to the problems involved in teaching the language arts in the inner city schools.

5. Seminar discussions: Interns met in small discussion groups referred to in the schedule as "Problems Clinics" to discuss with each other the problems they faced in implementing the models of language arts instruction in their teaching or tutoring activities. The team leaders served as members of the seminar groups, as catalysts to involve all members in the discussions, and leaders to help the students understand themselves and the language arts problem under discussion. Their leadership role was to help the group reach some sense of closure by the end of the seminar period. The intern evaluation forms at the end of the course showed this to be one of the most valuable experienced.
6. Mediated instruction: Team leaders and staff members whose special competencies involved the effective utilization of audiovisual instructional aids and media worked with the interns on an individual and small group basis helping them to acquire competencies in the use of such media as the videotape recorder, the Language Master, the Controlled Reader, the tape recorder, the overhead and opaque projector, the film and filmstrip projectors, the 8mm films and film loops, tachistoscopic devices, etc,

7. Teacher Behavior Analysis and Self-Assessment: Small groups of interns were guided in teacher behavior analysis and self-assessment techniques by team leaders who were proficient in the use of the Flanders Interaction Analysis and other style-of-teaching inventories.
8. Term-Learning: Interns whose personality structures complemented each other were paired for teaching activities. For example, two interns worked together on a lesson to develop creative writing. The results produced by this device was mutually supportive to the interns involved and appeared to yield more significant results than might have been attained by each intern working independently.
9. Research Activities: The attempt in this activity (and it must be admitted, largely unsuccessful) was to afford the opportunity for small groups of interns to meet with staff members, team leaders or intern supervisors, to study the recent research in the language arts, to attempt to translate that research into action in their own language arts teaching activities, and to initiate, with guidance, pertinent research activities with the pupils in their classrooms. For many reasons, none of which are acceptable to the writer, this aspect of the program never seemed to "get off the ground." But, there's always NEXT YEAR!

20. Last, and appropriately sequenced, was the formal course presentation. This included lecture sessions, panel discussions, visiting consultants, group reporting and role-playing activities, all of which purported to help the interns assimilate into their cognitive structure the basic principles, philosophy and practices of language arts instruction. This aspect of the activities made the provision necessary in all teacher education for the learning of theory...theory concerned with the nature of learning, the structure of knowledge, the development of instructional sequences, especially in reading, the production and utilization of materials for effective teaching of listening, speaking, reading and writing.

As the Teacher Corps interns engaged in the activities described above, attempts were made by appropriate staff members to assess each intern's progress at various points in the program. It would be wonderful to be able to record here that this comprehensive "course" in TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL was a radical, innovative and effective step in changing teacher education procedures for the better, and that it has provided superior teachers who have learned how to teach pupils in the elementary grades of the inner city schools of Chicago how to listen, speak, read and write. But that evaluation must wait, too, until NEXT YEAR!

Appendix F

"TO SEE OURSELVES"

(THE VIDEOTAPE RECORDER IN TEACHER EDUCATION)

HERMESE E. ROBERTS

This gift.....to see ourselves as others see us.... via videotape, has been indeed a boon to the teacher education program for the Chicago Teacher Corps. This instructional medium, the VTR has been used extensively by the staff and interns as they have sought to develop the teacher competencies needed for effective instruction in the language arts in the elementary school. The Chicago Teacher Corps Consortium, a closely knit unit of six Chicago area colleges, has pooled resources, both technological, in the form of Videotape equipment, and human, in the form of supervision and leadership, to design and implement an innovative approach in the area of teacher education.

The course, if in its comprehensive and all-inclusive nature it can be called a course, was one intended to prepare the prospective inner city teacher with the competencies needed for effective instruction in the language arts in the elementary school. The instructional modes included activities in guided observation, demonstration teaching, student teaching, microteaching, simulation, teacher behavior

analysis, team learning, seminar discussion, research activities and formal course presentation. For the purposes of this article, however, we would like to highlight the contribution of the VTR to the first few of these activities.

First a word as to the equipment used and then a consideration of how it served the intended purposes. Our VTR equipment included, in addition to the pertinent paraphernalia like cables, microphones, mixers, special effects, synch generators, videotapes, recorder, etc., two cameras with monitors mounted on the dolly tripods, and a 12-1 zoom lens. May we point out here that the lack of a follow focus control necessitated¹ the awkward maneuver of having to make focus adjustments by reaching around to the front of the camera and rotating the focus collar on the lens. This meant that the camera operator, usually the intern supervisor and/or a team leader, needed more than her allotted two hands to pan, tilt, dolly, zoom the lens and follow-focus all at the same time, so, CAVEAT EMPTOR! With the exception of this and a few other minor drawbacks which may easily be overcome with mechanical adjustments or increased operational skill, we can make an unqualified and unequivocal endorsement of the Panasonic VTR equipment that we used. This medium, VTR, was to us, an indispensable factor in our systems approach to the problems of teacher education.

Now for a consideration of our use of this VTR equipment.

1. DEMONSTRATION TEACHING.- We videotaped superior teachers

demonstrating successful

techniques in teaching specific language arts skills in regular classroom situations and in microteaching segments. In replay sessions, as groups of interns viewed the videotaped lessons in seminar settings, the team leader, the intern supervisor, and/or the demonstration teacher shared in a critical analysis. These analyses focused on various aspects of the teaching act as the situation or the current emphasis in the formal course presentation required: identification and definition of skills; teaching a specific language arts concept or skill; analysis of instructional behavior; pupil and teacher interaction; pupil motivation; evidence of clarity and attainment of objectives, etc. A projected extension of the use of these tapes involves the careful editing and splicing of some of the tapes to provide a library of sequential presentation of skills in the various areas of the language arts, speaking, listening, reading and writing. Random access to a carefully catalogued resource like this opens up possibilities for future teacher education activities that almost stagger the imagination. If time is not found to follow through with this, a vast potential of this equipment will remain unrealized.

We found in this use of the VTR that with respect to teaching prospective teachers HOW to teach reading, and the other areas of the language arts curriculum, the old Chinese proverb was TRUE!

2. GUIDED OBSERVATION:- A videotaped record of a classroom activity in progress facilitated

directed observation of the language arts needs of the pupils. Team leaders, intern supervisor and the interns themselves could point out, in replay sessions, the needs for teaching, development and refinement of such language arts skills as listening and speaking. This objective feedback of ongoing classroom activity, with the analytical comments by interns, teachers and team leaders provided an insight into the teaching-learning situation that could have been made possible by no other means. Here, recorded for as many replays as desired, were the facial expressions, the gestures, the emotions expressed through speech and non-verbal behavior, all of the factors that affect teacher decisions in the teaching-learning act. Certainly the VTR makes possible for the prospective teacher a course in the dissection and analysis of the anatomy of a lesson in the language arts.

3. STUDENT TEACHING.- Among the requirements of the "course" as outlined was the planning and teaching of lessons in each area of the language arts, listening, speaking, reading and writing. The intern, with the help of the cooperating teacher and team leader, if necessary, had to plan and teach a lesson involving a single skill or concept. This presentation was videotaped for subsequent playback and critique. The intern was able to observe his own teaching behavior, the reaction of the pupils to his presentation, etc. as he, by himself if desired, or with his fellow interns and team leader, reviewed and critiqued the lesson. Thus, the VTR, in performing this function of facilitating self-observation in the performance of teaching the language arts skills, served to supplement, extend and reinforce other experiences in the course.

4. SIMULATION ACTIVITIES.- In these activities, interns prepared language arts lessons or interrelated visual, verbal and role-playing incidents pertinent to the language arts assignments in which they assumed the role of the teacher while fellow interns observed, analyzed and offered critique. In the sharing of responses, the reflective discussion and directed observation, as the videotaped activity was replayed, the interns heightened their sensitivity to the kinds of problems involved in teaching the skills of listening, speaking, reading and writing in the inner city classrooms. These simulation activities had

considerable therapeutic value in that they served to reduce much of the fear and apprehension of the timid intern and dispelled much of his well-founded feelings of anxiety.

5. TEACHER BEHAVIOR ANALYSIS. - Videotaped recordings of presentations of language arts

activities in the classrooms provided the interns with opportunities to examine pupil-teacher interaction and afforded them an introduction to self-assessment techniques. Team leaders skilled in the use of the Flanders Interaction analysis provided the guidance as together teacher and intern studied the extent to which a classroom teacher uses his verbal behavior to influence pupils. The VTR made it much easier for the interns, new to this procedure, to check and recheck their tabulations and entries into the matrix used as a basis for this type of analysis. The availability of the opportunity to "relive" the experience as many times as necessary via VTR facilitated the comparisons of categorization and increased intern skill of Flanderizing and self-analysis. An extension of this use of the VTR which was intended but not achieved during these first efforts of the Chicago Teacher Corps interns was an analysis of the nonverbal behavior of the teacher to test the congruency of verbal and nonverbal behavior. This is another potential of the equipment that should not remain untapped!

It is certainly recognized that the potential of the VTR as one of the newer teaching strategies and media systems in teacher education has not been exploited fully in the activities herein described, but as an initial effort, its utility has been just short of amazing. The future for the the Chicago Teacher Corps Consortium and its use of the VTR equipment looks promising. Certain hopes and questions loom in which perhaps other users of such equipment can share.

Among the hopes are the development of a resource pool of videotapes dealing with specific teaching activities, neatly catalogued and indexed which could be a part of a random access retrieval system for local use and which could be shared by others with similar teacher education problems.

Among the questions are those:

1. In teaching language arts skills, word perception, for example, is the quality of the resolution image of the pupil materials an important factor in the feedback function of the videotape during the critique session?
2. What are the optimum procedures for the feedback and critique sessions? Shall the intern view the tape of his teaching by himself? with his team leader? with other interns? Shall a check list be used? Should reteaching be the main objective? Is a judgmental set restrictive of maximum benefit from the playback?

3. How does the presence of the VTR equipment affect the responses and learning attitudes of the pupils in the classroom? Our experience in the Chicago Teacher Corps Consortium would say, very favorably. The attention and motivation of the pupils remain at a high point. However, does this heightened effect on the learning climate give the self-evaluating intern a true reflection of his impact and teaching behavior on his pupils? What will happen when the VTR is not present? Or, for improved student learning, shall we make the VTR and all of its accoutrements a required part of every inner city classroom equipment?

With these hopes and many other questions in mind, we still conclude that the VTR has been essential to the effective activation of our idea of teacher pre-service and in-service education as it helps us to see ourselves as others see us....!

Appendix G

REPORT

SECOND CYCLE INTERNS

1968 SUMMER COMMUNITY PROGRAM

The summer community program for second cycle interns required that each intern devote a minimum of five hours per week for a period of six weeks and two weeks of full time involvement.

In carrying out the proposed Presidential Plan, a comprehensive community program was established jointly by the Consortium and the city officials. The determination of site and program involved the cooperation of Charles Livermore, the Director of the Commission on Youth Welfare and Wade Parker, the Commission's Coordinator of Field Services. Seven major geographical areas were designated with twenty-three specific work sites. This made it possible for most of the second cycle interns to work in individual projects.

City coordinators and supervisors functioned at three different levels. Mr. Parker and his assistant, Mr. Othello Ellis, supervised the community unit directors in the seven geographical areas who, in turn, were responsible for the assignment of interns to community activities. The summer coordinator in each area assumed the responsibility for attendance and performance of the interns in the project. On site, each intern worked with and under the supervision of a professional or specialist in such specific fields as recreation, music, drama, and the arts and crafts.

The Consortium's Community Coordinator's Timuel Black and LaMonte Wyche through regular visitations coordinated and supervised the summer program.

To insure a high level in performance and cooperation, three meetings were held with the interns to discuss the proposed plan involving the local Teacher Corps and the Commission on Youth Welfare. These meetings provided an opportunity for intern involvement in program planning and site selection.

The specific summer activities of the interns are summarized as follows:

Unit - Grand Boulevard

Community Unit Director - Rudolph Polk

Coordinator - Autry Calloway

Interns - Carl Brown and Susan Cohen

Assignment - Henry Booth, 2328 S. Dearborn

Miss Cohen and Mr. Brown worked at an outpost of the Henry Booth House which was located in the same housing development where their school is located. Miss Cohen organized a group of young people to attempt to publish and distribute a community newspaper. They succeeded in part but were hampered by lack of fulfillment of promises by the C.U.D. that these young people would be given some compensation as youth corpsmen. This caused some embarrassment and some difficulty for Miss Cohen, but with the help of the Consortium office the matter was correctly adjusted. In addition to this, Miss Cohen and the interns organized an Afro-American history and culture program. Mr. Brown worked out a recreational program with the adjacent Illinois Institute of Technology. A sizeable number of young people from that area used the gym and the swimming facilities of the Institute. This worked very well.

Interns - Mary Jacobson

Assignment - Oakenwald School, 4061 S. Lake Park

During the summer program, Miss Jacobson worked in the Head-start program of her school as a volunteer aide. She helped to plan and chaperone field trips and assisted the various teachers in the classroom routine and programs. The Head teacher indicated that she was very much needed and useful. The additional advantage for Miss Jacobson is the fact that many of these children will enter her kindergarten next term.

Interns - Nancy Erickson

Assignment - Abraham Lincoln Center
700 E. Oakenwald

Miss Erickson worked at this Center in a combination of head-start and day camp programs. She acted as an assistant to the director of these programs in planning, programming, and chaperoning on field trips. A rather serious condition developed at one point during the summer, and that was on the basis of the challenge of some Black

militants challenging the right of Miss Erickson or any other white person to be involved in the education of Black boys and girls. The director indicated that this kind of challenge was becoming more prevalent in this particular neighborhood. The rest of the summer went off without incident at this Center, but is evident with only cursory examination that this general neighborhood is seething with unrest and any outsider, particularly a white person, can be the target of hostility.

Interns - Lawrence Pausback
Assignment - Donoghue Park, 707 E. 37th Street

Mr. Pausback worked as a recreational assistant at this site. The director indicated that Mr. Pausback was a prompt, diligent and imaginative worker whom the young people liked and enjoyed very much.

My visitation and observations confirmed this report by the director. A very worthwhile experience for all concerned.

Interns - Paul Carriere
Assignment - Stateway Park, 3659 S. State Street

Mr. Carriere worked directly in the Urban Progress Center at 47th and Martin Luther King Jr. Drive. His work was clerical and was related to the finance and payroll division of the Center. This was a good placement for him as he is a withdrawn, reticent person who seems to work much better with figures or things than with people, particularly children.

Unit - Near North

Community Unit Director - Jerome Slomka

Coordinator - William Gleason

Interns - Terry Regnier
Assignment - St. Mary of the Lake

Miss Regnier participated in a program called Project Push-Up, a government funded project that is intended to motivate young potential drop-outs to stay in school and to achieve academically while there. Miss Regnier assisted in this program in a tutorial role, and was regular, punctual, and productive.

with planned field trips, volunteer and parent participation and in the Center itself various games and arts and crafts. The presence and skills of Mrs. Gordon were needed and appreciated.

Personnel - Isotta Carrington

Assignment - O'Hare Day Camp, Glyn & Clyde

Mrs. Carrington was involved in day camp activities. This was a very active day camp situation. The group was on the "go" somewhere out of the area almost everyday. Because of this, Mrs. Carrington's availability was quite needed and valuable. She brought her teaching skills and her experience in dealing with children in less formal settings to the situation. The director expressed very deep appreciation for what she brought to the program.

Unit - Upper North

Community Unit Director - Janet Jellie

Coordinator - Jack Cunningham

Personnel - Lawrence Rosen

Assignment - Hall House, Broadway and Belmont

It is very difficult to ascertain to what extent Mr. Rosen was really involved in summer community activity. In several visits by both myself and Mr. Hyde, he was never present at the work site. The arts and crafts instructor at Hall House told us that he had been working there but she could not tell us when or where.

In conversation with the Director of Hall House, the director followed through information from Mr. Jellie, of the Upper North division of the Chicago Commission on Youth Welfare, that Mr. Rosen was to appear and to work at Hall House; however she had not seen him to know this.

Personnel - Gladys Fennerson

Assignment - St. Mary's of the Lake

Gladys Fennerson worked as a counselor-in-charge at this site in Project Satchel, which is a federally funded project designed to deal with young teenage potential dropouts. Gladys Fennerson was an able and productively active. The director of the project said that she was really an asset to the program.

Interns - Barbara Aron
Assignment - Hull House Urban Center

Miss Aron worked with the Spanish Civic Committee, 3820 W. Broadway. In their day camp program, she acted as counselor and tutor, also working most of her Saturdays. She was well received in the community and was regular, punctual and productive in her work.

Interns - Barry Isaac
Assignment - Spanish Civic Committee

Mr. Isaac worked at the Spanish Civic Committee in almost the precise manner as Miss Barbara Aron. He worked as a counselor and a tutor. According to the person in charge, Mr. Isaac was an asset to the program.

Interns - Wayne Mastek
Assignment - Upper North, 501 W. Montross

Mr. Mastek was involved in a program at the Urban Progress Center called "Project Outreach". The program involved young people in the community in meaningful community activities such as athletics and community improvement projects. Mr. Mastek made a meaningful contribution to the success of this summer program.

Unit - Jewish Institute

Community Unit Director - Abe Glickson

Coordinator - Willie Bond

Interns - Ralph Jones
Assignment - Transcendental Jewish, 3900 W. 9th Avenue

Mr. Jones was regularly involved with "Outreach" program at this Center. According to the Director of the program, his talents in drama, arts and crafts and general supervision were welcomed assets to the program.

Interns - Carolyn Lutgen

Assignment - Gregory Play School, 3715 W. Polk

Miss Lutgen worked as an aide in the Headstart program at Gregory. She worked with many of the same children that she will have in her class during externship. Her immediate supervisor stated that she did an excellent job during the summer. She was punctual and regular. Miss Lutgen related very well to the Headstart teacher.

Unit - Woodlawn

Community Unit Director - Nelson Melandire

Coordinator - Edward Sherrod

Interns - Louise Anderson

Katie Scott

Robert Gallivan

Glenn Grote

Assignment - Carnegie Special Summer School
1414 E. 61st Street

Mr. Gallivan and Mr. Grote continued their work with youngsters with whom they worked during the regular school year. They took many trips in and out of the city. They also added some new young people who were attending summer school. Their program was accepted by parents, teachers in the school, and by the children very enthusiastically.

Mrs. Scott and Mrs. Anderson organized and maintained a Parent Education Program. There were some fifteen parents who, on a daily basis, came regularly to learn about school programs, organization, and personnel practices. Emphasis was placed on developing a closer relationship between the school and parents.

The two projects were most successful.

Interns - John Rodriguez

Fred Bowles

Sylvester Lyle

Theodore Zaleski

William Johnson

Assignment - Concordia Teachers College, River Forest

This group worked as volunteers in the Push-Up program directed by Dr. Victor Krause of Concordia Teachers College. A log was kept. Concerning their volunteer time, it was more than adequate except for Mr. Sylvester Lyle who was called home on an emergency. Site visitations indicated regular attendance and a well-executed program.

Unit - Midwest

Community Unit Director - Jim V. Washington

Coordinator - Robert Wheatfall

Interns - John Clagett

Assignment - Church of the Epiphany, 201 S. Ash

Mr. Clagett was a very important asset to this program. He was familiar with the community and was well received by the residents. During the regular school year, he worked in the school nearby. The summer program involved people in cultural enrichment and community activity.

Unit - Washington Park

Community Unit Director - Rudolph Polk

Coordinator - Arthur Calloway

Interns - Ann Centon

Barbara Schanoes

Assignment - 3939 Lipier

This program centered in a day camp. These girls worked very well in this situation despite the fact that in the general neighborhood there was a great deal of hostility toward white people, particularly white males. In this project, the interns were responsible for planning and supervising trips, tutoring, and counseling. Several visitations revealed that they appeared to have been well accepted by both the parents and the children. The director of the day camp program was one among several persons who expressed concern about the anti-white feelings among a number of the teenage boys in the area. He said, however, that there had been nothing of this sort during the summer to interfere with the positive purpose of this program. She indicated that these girls had been very valuable to the program and that she personally was very glad that they had been made available.

Unit - Englewood

Community Unit Director - Irie Turner

Coordinator - James Shannon

Interns - Mae Brown

Assignment - St. Raphael, 6020 S. Justine

Miss Brown was part of a day camp program working as a counselor and tutor. According to her immediate supervisor, she was regular, punctual, and was an asset to the program. On both occasions of the Teacher Corps visits to the Center, she was away on a field trip with the children.

Unit - Grand Boulevard

Community Unit Director - Rudolph Polk

Coordinator - Aubrey Calloway

Interns - David Farah

Jesse Garcia

Assignment - Terrell School, 5410 S. State Street

Mr. Farah and Mr. Garcia did an excellent job in working with the Headstart Program at this school. They were available for many chores which required male participation. They also helped in planning and conducting field trips of various kinds. The teacher in charge was quite lavish in her praise of their presence and participation.

Interns - Jean Fitzgerald

Assignment - Holy Angel Parish, 3903 S. Larebar

Miss Fitzgerald was a counselor and tutor in a day camp program. She made a positive contribution to the program.

Unit - Northwest

Community Unit Director - Richard Lortant

Coordinator - Robert Arman

Interns - Robert Schmittmeier

Assignment - St. John Lutheran, 2517 W. Lagan Boulevard

Mr. Schmuttermaer was in this program as a youth activities coordinator and assisted in a program of community organization. He was present regularly and according to reports he was quite useful to the program.

SUMMARY AND EVALUATION

In summary, Chicago Teacher Corps had thirty-seven interns at specific designated locations during eight weeks of the summer. During six weeks they were responsible for being on site at least five hours per week or a total of 1,110 hours, and two weeks of thirty hours each or added total of 1,160 hours for a sum total of 2,270 hours involved and available for community work in the Presidential Summer Youth Opportunity Program. For the most part, our interns carried out their assignments despite various handicaps. To this extent the program was good and successful.

However, supervision, coordination and evaluation fell short of the level maintained during in-service. In part, this was due to the newness of the joint effort. But more important was the apparent casual direction given to a summer program by some of the city representatives which on occasion reduced the total effectiveness of the program. For this reason, the main emphasis in a future summer program should be placed on a locally planned self-sufficient program.

Samuel D. Black
Coordinator of Community Activities
Chicago Teacher Corps Consortium